857 boys and girls - for the sexes are not yet separated up to that
867 time - play "house" with considerable sophistication. For example, when they play "marriage", the "father" of the "bride" goes to the "elders" to inquire about the character of the "groom", after the groom's father has initiated the negotiations on the groom's request. They build a "marriage hut", and play at heavy drinking of barley-beer and honey-mead. The "bride" demands a gift from her new "husband", and enters into his "residence". After they have been in there a while, the two best-men, the "mizē", who had been duly sworn to protect her even against her husband, go off to the bride's parents to announce loudly and joyfully that the girl had proven a virgin! Whereupon the "mizē" are feted.

B. The Stage of Childhood, "Reason" Incipient Discipline.

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855 There is no special rite of passage that marks entry into the next stage, at about 5 for girls, about 7 for boys. But there is recognition, at this point, that the girls mature faster and are economically useful at a younger age than boys. Henceforth, girls
[291] play with girls, follow their mothers in their duties, (watch babies, fetch wood) and wear a more complete shift that covers them better; while boys play in boys' groups, follow their fathers, have regular duties assigned them such as taking cattle to and from pasture, and guarding the harvest against birds and baboons. Girl-children are addressed and referred to as "lejja-zārād" (servant maid) for their duties are even more regular than those of
[858] the boys. Both sexes can now be asked in court to choose sides when their parents are being divorced and the guardianship is in question. For they have entered the "age of reason".

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but also various categories of Amhara discriminated on the basis of sex, age, and social position.

Although Amhara women enjoy considerable property and inheritance rights, their generally depressed status reflects the low opinion commonly held of them. The peasant woman's lot is as hard as that of a slave. In the wealthier families, where domestic drudgery is relieved by servants, she must still be a passive, reserved nonentity. Women are beaten as a matter of course for mistakes in their work or apparent flirtations with other men. As the proverb says: "Women and donkeys need the stick." "Woman's work" is refefred to derisively by men; "woman's language" is the epithet for vulgar and trivial talk.

A common justification for keeping women at home nearly all the time is that if they are allowed to go outside they will stir up all manner of trouble, for by nature they are gossipers and deceivers. Another proverb tells us: "Mules and women will betray you." In a number of legends, including those connected with the saintly figures of Eṭhē Yohānnes and Takla Hāymānot, women have been turned to stone because of their vile tongues and treacherous ways. Menstruation is viewed as the punishment incurred by womankind as a result of that first great treachery in Eden.

Children are considered inferior because they are governed by ignorance and passion. Toward infants the Amhara is lenient. Because "infants and cattle are the same," tiny children are not expected to perform reasonably. After two or three years, during which time the child has been indulged copiously by the father as well as the mother, his status begins to drop. He comes to be looked on as a servant. By about six years he has passed the first "age of reason," but he is wise enough only to stay away from fire, the edges of cliffs, and prickly plants. For most of his actions he must be given orders.

As the child grows older he is supposed to be dominated in turn by each of the four elements. The adolescent is likened to air: flighty, never settled. The young man is like fire: hot in picking quarrels as he is hot chasing after women, and altogether not worth very much. Only as a man approaches forty does he begin to gain respectability. He becomes cool, like water. This is a time when he minds his own business, does his work properly, and is not so prone to go about insulting others. This is the advent of the real age of reason, when a person arrives at an understanding of what is right and wrong in life. Most esteemed of all is the elder, the man of sixty or seventy. Like earth, he is settled and stable. He is sober, wise, indifferent to insults, pious, and ready to mediate rather than take part in quarrels. Children soon learn that older folk, not themselves, are the hope of the earth. This lesson was conveyed by the little boy who, when asked what he wanted to become when he grew up, replied: "I want to become an elder."

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cannibal with eyes in the back of his head. (The specter of the *çhirôq* is sometimes evoked in order to frighten children into behaving properly.) Still another figure is the *salâbi*, a person who is imagined capable of spiriting away a man's harvested grain by means of magic incantations.

Without delving into questions on the cultural origins and social functions of oral ambivalence among the Amhara, one can understand how it comes into being in the individual by looking at what happens during childhood in Amhara society. It is true that, if one abides by the hypothesis on this subject supported by Whiting and Child's cross-cultural study, the phenomenon remains puzzling. Their theory attributes a high degree of anxiety about oral gratification to a low level of indulgence of oral gratification in early childhood and a high level of frustration during weaning. This particular hypothesis is not consistent with the data on the Amhara. As we noted earlier in this chapter, oral gratification is indulged among infants to a very high degree by Amhara mothers. There is considerable variation in Amhara practice with regard to weaning, moreover. At times the advent of a new baby or a mother's sickness may require abrupt weaning, in which case a bitter substance is put on the mother's nipple to discourage the infant. In many cases, on the other hand, weaning occurs so gently and spontaneously that little or no frustration is involved for the infant. The relative frequency of these two procedures is a question for which adequate data have not been assembled, but the norm seems to be a gradual departure from the breast, after the child has been happily adjusted to eating other food for more than a year.

Even if the Amhara child is not frustrated by too little indulgence of sucking and too severe weaning, he is nonetheless deprived in two other respects as he emerges from infancy. One is nutritional. Medical studies of Abyssinian children suggest a dietary deficiency beginning in the second half of the first year, and persisting throughout early childhood.[21] It is possible that this relative decline in biological well-being contributes to a sense of deprivation toward the end of the breast-feeding period.

The emotional situation of the child after weaning presents a more visible area of frustration. Amhara childhood is marked by a fairly sharp discontinuity. This may be illustrated by the fact that many Amhara boys are nuralings at the age of three and shepherds at five. The narcissism which has flowered during the nursing stage is dealt a series of blows as the young child becomes subject to the responsibilities, punishments, and suppressed status which are the lot of Amhara children. According to contemporary psychoanalytic theory, this sort of change in emotional support has far more significance for the development of behavioral tendencies than the mechanics of the weaning process; and what psychoanalysts have posited as a possible

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consequence of substantial loss of accustomed mother love at the time of weaning—a mild but chronic state of mourning which gives a depressive undertone to the rest of life—is certainly one of the more evident characteristics of most Amhara.[23] At the same time the Amhara child is made anxious about his actual oral gratifications. He no longer eats whenever he wants to, but only after he has waited for the adults to finish their meal. He is no longer entitled to the choicest food, mother's milk, but to poorer food and leftovers. And he is made increasingly aware of the adult anxieties about eating connected with the fasting requirements, and with the food shortages of the rainy season.

Applying the Whiting-Child hypotheses in the light of these observations one may characterize the development of an ambivalent preoccupation with the oral zone by Amhara as follows: an initially very high level of oral satisfaction enjoyed during the nursing period makes oral gratification a particularly attractive source of pleasure as well as a desired refuge for the psyche under the pressure of later deprivations; while the emotional and nutritional deprivations which the Amhara child experiences toward the end of the nursing period and thereafter undermine the sense of security acquired during his indulged infancy and make him anxious about the fount of that security, oral gratification.*

Whatever the precise ontogenetic basis of this phenomenon may prove to be, the Amhara's ambivalent preoccupation with orality is projected at the *cultural* level in the form of two contrasting human ideals. The secular masculine ideal in Amhara culture is a hero of oral gratification and prowess. He is a man who eats much and drinks much, and who excels in litigation, in declaiming the martial chants, and in composing veiled insults. The religious ideal, on the other hand, is a hero of oral renunciation. The most devout Amhara are considered those who keep all of the fasts, even the esoteric ones; or even, as monks and ascetics, live on a fasting diet the year round—in the extreme case, feed on leaves as hermits. The association of religious virtuosity with oral renunciation reaches its logical climax in legends about Gabra Manfas Qeddus ("Servant of the Holy Spirit"), the most hallowed Amhara saint. In contrast with the normal Amhara boy who nurses for close to three years, Gabra Manfas Qeddus is said to have been at his mother's breast for only three months, when a bird swept down one day and carried him away.

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* While this formulation may leave more questions unanswered than it solves—a purely behaviorist formula inevitably neglects the dynamics of defensive operations and the significance of ambivalence—it carries us as far as our data permit and may provide a useful point of departure for further discussion and investigation of Amhara psychology.

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*121 Amhara society as marked by a moderately high degree of independence.
181 This is to say that Amhara society gives relatively wide rein to individual impulse in action. It is not to say that Amhara culture places a high value on the moral worth of the individual personality. That is a separate question, which we shall now proceed to explore.

INDIVIDUALITY VERSUS CONFORMITY AND ANONYMITY

*121 The extent to which individual personality is valued in a society is reflected
181 primarily in two aspects of its culture. One of these comprises its processes
156 of education, in the broadest sense of the term; the other, its forms of art. The character of these aspects of culture reveal, respectively, the degree of concern for the *development* of an individualized self and the degree of concern for the *expression* of an individualized self.

Education and Socialization

*121 Obedience and politeness are the overriding goals in bringing up children
155 among the Amhara. After a prolonged and indulged infancy, the Amhara
86 child from about three years on is subjected to a regime of discipline and
867 repression. He is taught to fulfill without question any request made by any
[854] older person. He is conditioned to stand quietly whenever guests are present and to stand facing the wall while his parents or guests eat their dinner. If addressed by elders, especially those outside his immediate family, he is expected to reply in a barely audible whisper—a norm that is sometimes adhered to with such pathetic faithfulness that it has become the object of gentle satire in a short story by the young Ethiopian writer, Tadesse Liban.[26] Children who are noisy and disrespectful are referred to contemptuously by the term *bälagē*, meaning "rude."

*121 The desires and interests of an Amhara child are not taken into account
155 by those who raise him. He is provided with a bare minimum of clothes,
855 and little effort is expended in procuring him playthings,[27] although in some
524 families little dolls made of rags (*ashängulit*) are produced. Children have
*121 a rich play-life with their peers, but this consists mostly in imitating various
155 adult activities. Organized games occur very rarely, the chief one—*gännä*—
857 being played as a rule but once a year, on Christmas Day.[28] The traditional songs and dances are learned from other children while tending the herds, but children are not encouraged to perform them in front of adults. The
*121 opinions of children are never expressed, let alone consulted. Indeed, in some
155 commoners' families the children are treated little better than the farm ani-
855 mals, if that well. One occasionally sees a peasant woman or servant directing
858 her child to perform some chore by throwing clods of dirt or manure at him

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in the same half-interested manner in which the shepherd directs cattle by throwing stones.

The effect of Amhara socialization, then, is to inhibit rather than to stimulate the development of individuality. The spirited and expressive Amhara child of two or three is conditioned to become, for the rest of his childhood and to a large extent throughout life, taciturn, fearful, and slightly morose.

The traditional system of formal education is no less indifferent to the personality of the learner. The atmosphere of the schools where reading is taught is harsh and punitive. Pedagogy at all levels of instruction is based on repetition and memorization, with strict adherence to the conventions preferred by the teacher.* The traditional ban on the teaching of writing may also be related to the desire to keep the student's mind on received formulations. Amhara formal education in no wise seeks to cultivate the individual, but aims solely to prepare cultural specialists who will be able to perform the rituals and perpetuate the teachings of the Ethiopian Church. The instruction of noble children, finally, in the arts of riding, swimming, shooting, and playing the lyre has more to do with the transmission of the manners and skills appropriate to a position of high status than with a concern for personal development.

Music and Art

Music and dance are greatly enjoyed by the Amhara, but little attention is given to the cultivation of their forms or the refinement of their performance. The music is monodic, both melodically and rhythmically, and, except for some intricately structured accelerandos in certain religious hymns, consists chiefly in the indefinite repetition of a number of very limited musical ideas. Dance forms are still more limited and repetitive. In both genres, variation and the development of personal styles are not encouraged. Innovation, particularly in religious forms, is likely to meet strong resistance; witness the vigorous rejection of Alaqā Gabra Hānnā's innovations in dance by the masters at Gondar.

Like music and dance, Amhara design provides little scope for the free play of imagination. In pottery, basketry, and even in such antique ornamentation as appears on the coins and stelae of Aksum and the churches of Lalibela, the recurring style is that of the continuous repetition of simple geometric patterns. Painting provides a richer medium, but here again individuality is carefully constricted. The subject matter of pictures is limited by tradition to scenes concerning the life of Christ and the saints, and to the *res gestae* of emperors. The manner of treatment of these themes is

* A partial exception to this—the teaching of *qeṣ*—will be discussed below.